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Private Third Level Education Teaching: The challenges and opportunities when implementing student-centred learning as a new lecturer

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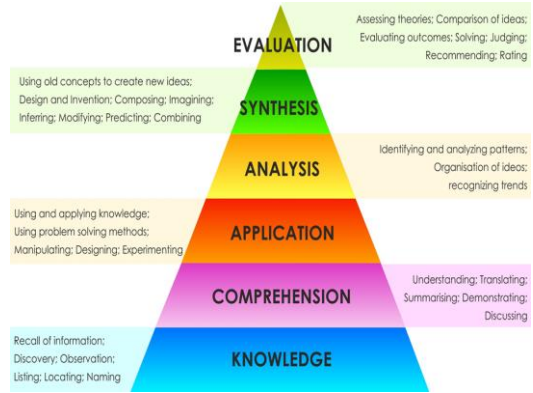
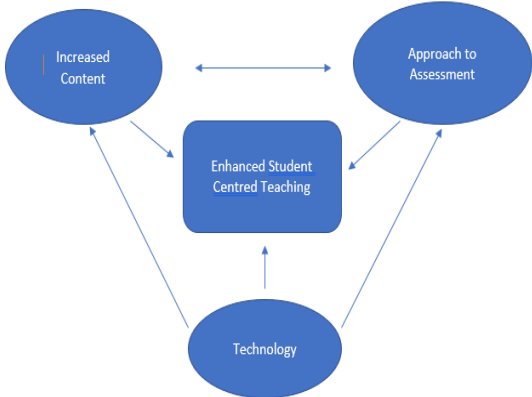
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Private Third Level Education Teaching: The challenges and opportunities when implementing student centred learning as a new lecturer.

Introduction	(1) Assessment:	(3) Technology:								
<p>This presentation recognises the limitations of a new lecturer, the resources required in an academic portfolio and the ways and means of utilising technology to enhance the student experience in a collaborative environment.</p> 	 <p>Source: https://www.kidkenmontessori.com/wp-content/uploads/37.jpg</p>	<ul style="list-style-type: none">•The use of online platforms such as Zoom, Google Hangout and Microsoft Teams explores the potential for online and blended delivery.•To promote technology, advocates such as the more innovatively minded students may act as champions of a college's digital capabilities - developing the student centred learning.•Presenting slides and demonstrating concepts, facilitated by sharing screens, providing walkthroughs and using PowerPoint, Excel and Word in an effective manner								
Problem	(2) Content:	Summary: Enhanced Student Centred Teaching								
<ul style="list-style-type: none">•New lecturers may have the technical background but lack in the disciplines of teaching;•The approach to assessment and focusing on the content of a module rather than the outcome;•Building a volume of content to enhance lectures;•Incorporating technology in delivery of teaching;•Recognising the steep learning curve - work out an effective pedagogical approach and manage the demands of early career activity (Plush & Kehrwald 2014) . 	<ul style="list-style-type: none">•Using Blooms Taxonomy as a guide to leverage the complexity of content and so ensure students are taught an assessed at an appropriate level.•Working from an appropriate level of knowledge facilitates this and remaining focused on student-centred learning.•Developing a problem based assessment.•Example: Using the Financial Statements of a struggling business to prompt discussion and analysis as to why the problems exist and how they could be overcome.	<ul style="list-style-type: none">•Effectively combining the three areas of focus results in an enhanced student centred teaching environment.•Effective use of technology in offering richer content and leading to an evolving assessment method results in an optimum student experience.•Shifting the focus from teacher to student-centred learning: <table><tr><th>Teacher-centred Learning</th><th>Student-centred Learning</th></tr><tr><td>Low level of student choice</td><td>High level of student choice</td></tr><tr><td>Student passive</td><td>Student active</td></tr><tr><td>Power is primarily with teacher</td><td>Power primarily with the student</td></tr></table> <p>O'Neill, G., Moore, S., McMullin, B. (2005)</p>	Teacher-centred Learning	Student-centred Learning	Low level of student choice	High level of student choice	Student passive	Student active	Power is primarily with teacher	Power primarily with the student
Teacher-centred Learning	Student-centred Learning									
Low level of student choice	High level of student choice									
Student passive	Student active									
Power is primarily with teacher	Power primarily with the student									
<p><i>The Practical Challenges for a New Lecturer</i></p>	<ul style="list-style-type: none">•The framework of an education system dictates how learning content is delivered. Directives at national and international levels form a co-ordinated method of imparting knowledge on the learner.•The evolution of a lecturer is enhanced greatly over time by the portfolio of work built up and at their disposal.•Building this volume of content initially and enhancing it subsequently helps develop the lecturer as a professional and greatly enhances the students' learning experience.•Listening to students' needs and practical requirements helps develop the content to help achieve their overall learning objectives.	<p><u>Websites:</u></p> <p>https://heca.ie/heca-conference-2016/</p> <p>https://tips.uark.edu/using-blooms-taxonomy/</p> <p><u>References:</u> O'Neill, G. and McMahon, T. (2005) <i>Student-centred learning: What does it mean for students and lecturers</i>. In: <i>Emerging issues in the practice of university learning and teaching I</i>. Dublin: AISHE.</p> <p>Robinson, L. (2017), <i>Embracing online education: exploring options for success</i>, <i>Journal of Marketing for Higher Education</i>, 2017 Vol. 27, No. 1.</p> <p>Plush, S & Kehrwald, B (2014), <i>Supporting New Academics' Use of Student Centred Strategies in Traditional University Teaching</i>. <i>Journal of University Teaching and Learning Practice</i>. 11.</p> <p>Chickering, A.W. and Gamson, Z.F. (1987), <i>Seven Principles For Good Practice in Undergraduate Education</i>, <i>Washington Centre News</i></p>								